



St Charbel's College

Positive Behaviour Policy

1. INTRODUCTION AND PURPOSE

The central belief at St Charbel's College is that every child is unique with God given gifts and talents. It is our duty as Catholic educators to ensure that every child is provided with opportunities to develop positive behaviours. This is realised through a Positive Behaviour Learning Framework. As a College, we promote a holistic view of the student and have high expectations of each individual. Our aim is to nurture self-belief as reflected in the Person of Jesus Christ centred on our College Motto - To Him Be Glory. Our Maronite Catholic Identity Framework is foundational in realising our aim of nurturing positive relationships by means of the restorative justice practices.

2. SCOPE

The policy applies to all students K-12, and teaching and non teaching staff at St Charbel's College.

3. DEFINITIONS

- a. Appropriate behaviour is any behaviour that contributes to the positive learning environment.
- b. Consequences is the effect, result, or outcome of your actions or choices
- c. Expectations is the belief that something should happen in a particular way, or that someone will have a specific behaviour
- d. Major Behaviours is any behaviour that could cause possible harm or injury to self or other. This includes physical, emotional or psychological harm.
- e. Minor Behaviours is a behaviour that challenges the day to day functioning of schools. The behaviour impacts on learning and interrupt students' and staff capacity to function in a positive, safe and orderly environment.
- f. Positive Education is the combination of traditional education principles with the study of happiness and wellbeing, using Martin Seligman's PERMA model.
- g. Positive Psychology is the scientific study of human flourishing, and an applied approach to optimal functioning. It has also been defined as the study of the strengths and virtues that enable individuals, communities and organisations to thrive (Gable & Haidt, 2005, Sheldon & King, 2001). It is grounded in the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within them, and to enhance their experiences.
- h. Relationships – positive connection with God, self and others
- i. Resilience – persevering despite difficulty or delay in achieving success.
- j. Respect - seeing self and others and opportunities to serve as God given.
- k. Responsibility – following expectations, accepting consequences in service to God and others
- l. Restorative Justice – A positive approach to restore situations and relationships

4. PRINCIPLES

Respect, Responsibility and Resilience - extracted from the College's Maronite Catholic Identity Framework - are foundational in forming positive Relationships with God, others and self. These virtues, akin to our House Patrons, are essential when teaching positive behaviour. In positively reflecting on how behaviour affects relationships with God, others and self, through the restorative justice questions, students are in a better position to self-moderate and self-correct their behaviours. The reflective question - do my actions align with our school motto?

- The 4Rs
- The Maronite Values Framework
- To Him be Glory



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Ensure records of behaviour incidents are kept systematically by the school and regularly analysed to identify patterns and proactive support for positive behaviour.									✓	✓	✓	✓	
Ensure that all major consequences involving suspension, expulsion or exclusion from school, are managed in accordance with procedures outlined in the policy.			✓						✓	✓	✓	✓	
Building Collegial and positive relationships between staff members to promote effective learning													

8. LEGISLATION

- a. Child Protection Act 1999
- b. WHS Act 2011
- c. Education Reform Act 1990
- d. Disability Discrimination Act 1992

9. FURTHER INFORMATION

Further information about this document can be sought from the Director of Pastoral Care, Director of Primary and Assistant Principal.

10. RELATED DOCUMENT

- a. Pastoral Care Policy
- b. Suspension and Expulsion Policy
- c. Child Protection Policy
- d. Anti-Bullying Policy
- e. Learning Support Policy
- f. Behaviour Procedures

11. APPENDIX

- Appendix 1: Primary Behaviour Management Strategies**
- Appendix 2: Positive Education: Universal Supports Classroom Systems for Learning**
- Appendix 3: Expectations Rubric**
- Appendix 4: Identifying and Defining Problem Behaviour**
- Appendix 5: Identifying Problem Behaviours**
- Appendix 6: Minor Behaviours Continuum**
- Appendix 7: 'Traffic Lights' Behaviour Monitoring Strategy**
- Appendix 8: Problem Behaviour**
- Appendix 9: Restorative Justice Reflection**

Appendix 1: Primary Behaviour Management Strategies

Classroom Strategies	Details
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123 Magic	
Non-verbal cues	
Privately understood signals	Come up with a signal that only you and the student are aware of. You can use this as a reminder and a way of privately showing the child that what they are doing is wrong.
Redirecting behaviour	By reminding the pupils what they should be doing and trying to avoid getting involved in discussions about what the pupils are doing wrong. It may be possible to focus their attention on the required task.
When and then directing / now and then chart	This is trying to avoid the negative - 'No you cannot go out because you have not finished your work' becomes 'When you have finished your work, then you can go out'.
Visual timers	
Visual reminders on desk	
Behaviour chart	
Give students a choice	Gives pupils some control over the situation
Praising positive behaviour	
Reward system	



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'special job/role' (purposeful movement)	
Set goals with students	
Strategic seating	
Manipulative / sensory resources	
Time out zone / safe place	
Reward and recognise positive behaviour	
Scaffold tasks	
Break down tasks	
Buddy	Pair students up with a good role model
Visual schedule	
Modify task	
Fast finishers task / special interest project	
Water / movement break	



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Traffic lights behaviour monitoring strategy

Transition Strategies	Details - to help students settle after a change of teacher or venue
Talk it out	2 minutes to talk, then class is expected to settle for the lesson
Go Noodle	

Student Name:

Behaviour of Concern	Strategy used	Date(s) used	Outcome (effective / not effective)	Follow up (if not effective, why?/ what next?)



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Appendix 2: Positive Education: Universal Supports Classroom Systems for Learning

Relationships

Creating a positive classroom climate requires attention to the interactions between teachers and students.

The use of preferred adult behaviours includes:

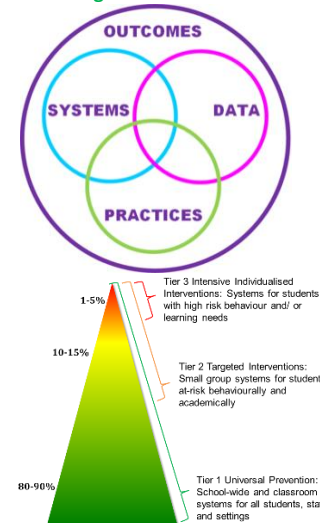
- Proximity
- Active listening
- Eye contact
- Pleasant tone of voice
- Smile and use students name

Classroom Environment

Organising the physical space will include attention to:

- Layout of learning space to allow movement, access to resources and defined areas for working
- Lighting, ventilation and temperature control
- Seating arrangements and plans
- Storage of student, teacher and class resources
- Displays of student work
- Posting expectations and routines
- Schedules and timetables

PBL Problem Solving Process and Continuum



Active Supervision

3 components: **moving, scanning, interacting**

- Allows for the provision of immediate learning assistance
- Increases student engagement
- Reduces inappropriate and increases appropriate behaviour
- Provides knowledge of student's use of expectations
- Allows for encouragement of those using expectations or appropriate behaviour
- Allows for timely correction of learning errors (academic/social-emotional)

Classroom Expectations

To be effective, classroom behaviours/rules need to be linked to the 3-5 school-wide expectations, student negotiated, clearly posted, explicitly taught, and specifically reinforced.

They should be:

- **Observable**
- **Measurable**
- **Positively stated**
- **Understandable**
- **Always Applicable**

Encouraging Expected Behaviour

Effective encouragement at a rate of 4:1 will increase:

- On task behaviour
- Correct responses, work productivity and accuracy
- Attention and compliance
- Cooperative play
- Foster intrinsic motivation

Four components of effective recognition and encouragement of students

- 1) Adult non-contingent and contingent attention
- 2) Effective specific positive feedback
- 3) Use of a tangible reinforcement system
- 4) A menu or continuum of reinforcers

Opportunities to Respond

Definition: Is an instructional question, statement or gesture made by the teacher seeking an academic response from students

- **Verbal responses** – orally answering a question, sharing their ideas, reviewing or summarizing prior learning, repeating a new concept
- Individual questioning
- Choral responding
- **Non-verbal responses** – white boards, response cards, student response systems (technology devices, nonverbal e.g. thumbs up), guided notes
- **Other practices** – computer assisted instruction, class-wide peer tutoring, direction instruction

Activity Sequence and Choice

Empowering students increases student engagement and personal motivation.

For students who **can** do assigned academic work but **choose not to do** it consider...

- Activity sequencing:
 - Task interspersal
 - Behaviour momentum
- Choice
 - Order of completion
 - Materials used to complete task
 - Whom they work with
 - Where they will work
 - What they can do once task is complete

Choice can be used class wide, to groups or with individual students



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Classroom Procedures and Routines

- Clarification of individual classroom routines/activities
- E.g. entering room, large group instruction, small group activities and independent seatwork time
- Explicitly teach using:
TELL
SHOW
PRACTISE
- Prompt or pre-correct regularly for success

Responding to Problem Behaviour

Staff manage MINOR behaviour errors by addressing and correcting just as they would an academic error.

General considerations

- Consistency
- Active supervision
- Pre-corrects
- Calm, immediate response
- Specific, yet brief
- Quiet, respectful interaction with student
- Refocus class if needed: **remember the importance of prevention**

Task difficulty

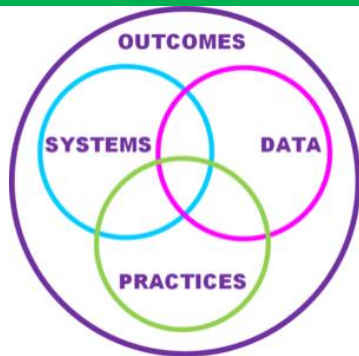
Many behaviour problems are the result of a mismatch between the task and a student's skills or strengths

Adjustments can be made in 3 ways

- Assignments **length** or **time** frame allotted
- The **mode** of task completion
- The extent of **instruction** or practice provided



Positive Education: Seven Essential Features Universal Prevention, Tier One



1. Leadership

- **Principal support, participation and leadership**
- **Representative membership**
- **Operating procedures:**
Purpose statement
Scheduled meetings
Roles and responsibilities
Defining team norms
Standard agenda format
Consensus strategies
Developing and following an operational plan

2. Defining Expected Behaviour

Defining school-wide expectations

Expectation guidelines

- Linked to social culture of school
- Considerate of existing social skills and rules
- 3-5 in number
- 1-3 words per expectation
- Positively stated
- Supportive of academic achievement
- Comprehensive in scope
- Mutually exclusive
- Contextually/culturally appropriate
- Agreement by >80% of staff

Develop visuals

School behaviour matrix

- Expectation
- Setting
- Specific behaviour

Defining specific behaviours

- **Observable**
- **Measurable**
- **Positively stated**
- **Understandable**
- **Always applicable**

Routines and procedures for non-classroom settings

3. Teaching Expected Behaviour

Teach behaviour skills like academic skills

Lesson design

Define/tell

- Matrix expectation
- Specific skill
- Context

Teach/show

- Mental set
- Show/model
- X non example (adults only)
- Examples
- Check for understanding

Practice

- Monitor

Re-teach

School-wide lesson schedule

Informal teaching

Monitor

- Pre-correct/remind
- Active supervision
- Provide feedback
- Re-teaching

4. Encouraging Expected Behaviour

"you get what you pay attention to"

Vocabulary

- Reinforcement
- Positive feedback
- Encouragement
- Acknowledgement

Winning over

Effective positive feedback

- Specifically describe the behaviour
- Provide a rationale
- Can include a positive consequence

Ratio of 4 positives to 1 correction

Tangible reinforcers

A continuum or menu of reinforcers

- **Level one – free and frequent:** all staff use everyday
- **Level two – short term intermittent:** awarded occasionally
- **Level three – strong and long term:** term or annual

5. Effective Classroom Practices

Environmental management

- Positive climate
- Organization of space
- Positive relationships

Behaviour management

Expectations and rules

- Purpose
- Translating school-wide expectations
- Using classroom data

Procedures and routines

- Clear and functional

Continuum of strategies to acknowledge appropriate behaviour

- Classroom continuum of acknowledgement
- Focus on feedback
- High rates of positive reinforcement

Instructional management

Active supervision

- Moving
- Scanning
- Interacting
- Techniques for effective transitions



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- **Communication system**
Disseminating information
Presenting data
Receiving feedback from stakeholders (staff, students, families and community)
- **Working smarter**



6. Responding to Problem Behaviour Responding to minor problem behaviours – teacher managed

- **An effective choice/consequence**
 - Not seen as punishment but designed to teach a new behaviour
 - Immediate
 - Positive or neutral in tone
 - Not an ultimatum
 - Followed through
 - Clear, specific, easy to understand
 - Preserves student's dignity
 - Doesn't harm motivation to learn
- **General considerations**
 - Consistency
 - Active supervision
 - Calm, immediate response
 - Specific yet brief
 - Quiet, respectful contact with student
 - Refocus class if needed

- **Prompt low key skills (responding)**
 - Proximity control
 - Signal/non verbal
 - Cue
 - Planned ignore, attend, praise
- **Re-direct**
- **Re-teach**
- **Provide choice**
- **Student conference**
- **Educative / logical consequence**

Responding to major problem behaviours – director / exec managed

- **Director / exec referral (ODR)**
- **Formal contract**
- **Escalation profile**
- **Functional behaviour assessment**

7. Review, data and ongoing monitoring

- Data for decision making**
 - Analysed at least monthly
 - Informs team problem solving process
- Monitoring implementation**
 - System artefacts
 - Practice artefacts
 - Walkthrough observations
 - Ratio of positive to negative feedback
- Behavioural outcomes (big 5 data decision guide)**
 - Average per day
 - Problem behaviour
 - Location
 - Time
 - Students involved
- PBL assessment**

Multiple opportunities to respond

- Strategies include:
 - Tracking students
 - Choral response
 - Response cards
 - Response devices
 - Direct instruction
- Activity sequence and offering choice**
 - Strategies for adjusting sequence
 - Varying intensity or degree of difficulty of tasks
 - Strategies for offering choice
 - Materials to work with
 - Type of task
 - Place and with whom to work
- Academic success and task difficulty**
 - Strategies for adjusting task difficulty
 - Differentiation of the curriculum
 - Reasonable adjustments
 - Scaffolding learning



St. Charbel's College High School Appendix 3: Expectations Rubric

	Respectful	Responsible	Resilient
Classroom	Follow teacher instructions Show whole body listening	Keep my hands and feet to myself Care for others and their belongings	Stay on task Ask the teacher for help



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	<p>Use good manners</p> <p>Enter the learning space quietly</p> <p>Keep my learning space tidy</p> <p>Follow up concerns with my teacher privately</p> <p>Treat technology equipment with care</p>	<p>Bring necessary equipment and resources</p> <p>Raise hand and wait to be called on</p> <p>Be cyber safe</p> <p>Bring devices full charged</p> <p>Log off when you have finished</p>	<p>Be patient with the opinion of others</p> <p>Wear school uniform correctly</p> <p>Own my actions</p>
Playground	<p>Follow teacher instructions</p> <p>Show whole body listening</p> <p>Use good manners</p> <p>Share the space</p> <p>Place rubbish in the bins</p>	<p>Keep my hands and feet to myself</p> <p>Care for others and their belongings</p> <p>Play fairly</p> <p>Be sun safe</p> <p>Use equipment with care</p>	<p>Wait my turn</p> <p>Ask the teacher for help</p> <p>Wear school uniform correctly</p> <p>Own my actions</p>
Transitions and Corridors	<p>Follow teacher instructions</p> <p>Use good manners</p> <p>Line up and move quietly</p> <p>Place rubbish in the bins</p>	<p>Bring materials</p> <p>Keep my hands and feet to myself</p> <p>Care for others and their belongings</p> <p>Be on time</p> <p>Keep to the left of the stairwell</p>	<p>Wait patiently to access my locker</p> <p>Wear school uniform correctly</p> <p>Own my actions</p>
Assemblies and Gatherings	<p>Follow teacher instructions</p> <p>Show whole body listening</p>	<p>Keep my hands and feet to myself</p> <p>Care for others and their belongings</p>	<p>Be proud of my award</p> <p>Wear school uniform correctly</p>



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	<p>Use good manners</p> <p>Celebrate success</p> <p>Sing the school song and National Anthems with pride</p> <p>Clap politely</p>	<p>Enter and exit quietly</p> <p>Remain prayerful in the Church and its surroundings</p> <p>Be attentive in ceremonies</p>	<p>Own my actions</p>
Bathroom	<p>Use good manners</p> <p>Use bathroom fixtures appropriately</p> <p>Respect the privacy of others</p> <p>Place rubbish in the bins</p>	<p>Keep my hands and feet to myself</p> <p>Be water wise</p> <p>Go to the toilet, wash my hands and leave</p>	<p>Go to the toilet during lunch and recess</p> <p>Wear school uniform correctly</p> <p>Own my actions</p>
Library	<p>Follow teacher instructions</p> <p>Show whole body listening</p> <p>Use good manners</p> <p>Walk sensibly</p>	<p>Bring materials</p> <p>Keep my hands and feet to myself</p> <p>Care for others and their belongings</p> <p>Leave my bag outside</p> <p>Borrow and return books</p>	<p>Read and work quietly</p> <p>Complete all tasks</p> <p>Wear school uniform correctly</p> <p>Own my actions</p>
Canteen	<p>Follow teacher instructions</p> <p>Show whole body listening</p> <p>Use good manners</p> <p>Line up sensibly</p>	<p>Keep my hands and feet to myself</p> <p>Care for others and their belongings</p> <p>Know what I want</p> <p>Keep my money safe</p>	<p>Wait my turn in the lines</p> <p>Wear school uniform correctly</p> <p>Own my actions</p>



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School Bus Run	<p>Follow teacher instructions</p> <p>Use good manners</p> <p>Leave the aisles clear</p> <p>Stay quiet</p> <p>Drink water only</p>	<p>Keep my hands and feet to myself</p> <p>Care for others and their belongings</p> <p>Turn off all electronic and digital devices</p> <p>Keep my hands, arms and head inside the bus</p> <p>Afternoon: Cross the street once the bus has left my stop</p> <p>Place my bag under the seat</p>	<p>Wear school uniform correctly</p> <p>Be on time for pick up each day</p> <p>Wait my turn</p> <p>Own my actions</p>
Sick Bay	<p>Follow teacher instructions</p> <p>Show whole body listening</p> <p>Use good manners</p>	<p>Keep my hands and feet to myself</p> <p>Care for others and their belongings</p> <p>Seek written approval to attend sick bay</p>	<p>Wait patiently for assistance</p> <p>Wear school uniform correctly</p>
Kiss 'n' Go	<p>Follow teacher instructions</p> <p>Show whole body listening</p> <p>Use good manners</p> <p>Sit and wait quietly in the designated area</p>	<p>Bring materials</p> <p>Keep my hands and feet to myself</p> <p>Be at the pick-up area on time and on the correct day</p> <p>Listen for my number</p> <p>Move quickly to and from the car</p>	<p>Be patient when there are delays or bad weather</p> <p>Wear school uniform correctly</p> <p>Own my actions</p>



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St. Charbel's College Primary School Expectations Rubric

	Respectful	Responsible	Resilient
All Settings	<ul style="list-style-type: none"> Follow teacher instructions Show whole body listening Use good manners 	<ul style="list-style-type: none"> Keep my hands and feet to myself Care for others and their belongings Wear school uniform correctly 	<ul style="list-style-type: none"> Participate Raise hand and wait to be called on Complete all tasks Own my actions
Classroom	<ul style="list-style-type: none"> Enter the learning space quietly Keep my learning space tidy Follow up concerns with my teacher privately Treat technology equipment with care 	<ul style="list-style-type: none"> Bring necessary equipment and resources Raise my hand and wait to be called on Be cyber safe 	<ul style="list-style-type: none"> Ask the teacher for help Stay on task
Playground	<ul style="list-style-type: none"> Place rubbish in the bins Share the space Eat and play in my designated area 	<ul style="list-style-type: none"> Play fairly Be sun safe Use equipment with care 	<ul style="list-style-type: none"> Wait my turn Ask the teacher for help
Transitions	<ul style="list-style-type: none"> Stay in a line Walk quietly 	<ul style="list-style-type: none"> Be on time Keep to the left of the stairwell Be sensible 	
Assemblies and Gatherings	<ul style="list-style-type: none"> Celebrate success 	<ul style="list-style-type: none"> Enter and exit quietly 	<ul style="list-style-type: none"> Be proud of my award



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	<p>Sing the school song and National Anthems with pride</p> <p>Clap politely</p>	<p>Remain prayerful in the Church and its surroundings</p> <p>Remain quiet in ceremonies</p>	
Bathroom	<p>Use toilets and taps appropriately</p> <p>Respect the privacy of others</p> <p>Place rubbish in the bins</p>	<p>Be water wise</p> <p>Go to the toilet, wash my hands and leave</p>	Go to the toilet during lunch and recess
Library	<p>Walk sensibly</p> <p>Look after books and equipment</p>	<p>Borrow and return books</p>	Read and work quietly
Canteen	<p>Line up sensibly</p>	<p>Know what I want</p> <p>Keep my money safe</p>	Wait my turn in the lines
Kiss 'n' Go	<p>Sit and wait quietly in the designated area</p>	<p>Be at the pick-up area on time and on the correct day</p> <p>Listen for my number</p> <p>Move quickly to and from the car</p>	Be patient when there are delays or bad weather
School Bus Run	<p>Leave the aisles clear</p> <p>Sit quietly</p> <p>Drink water only</p> <p>Walk sensibly</p>	<p>Place my bag under the seat</p> <p>Turn off all electronic and digital devices</p> <p>Be on time for pick up each day</p> <p>Keep my hands, arms and head inside the bus</p>	Wait for everyone in front of me to get off the bus first



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		Afternoon: Cross the street once the bus has left my stop	
Sick Bay		Seek written approval to attend sick bay	Wait patiently for assistance



Appendix 4: Identifying and Defining Problem Behaviour

Minor Behaviour	Definition
Disruption	<ul style="list-style-type: none"> • Student engages in low-intensity, but inappropriate disruption. • Persistent behaviour causing an interruption in a class or activity. For example, sustained loud talking or yelling: noise with materials; and/or sustained out-of seat behaviour
Ignoring/refusing to follow instructions	Student engages in brief or low intensity failure to respond to adult requests
Inappropriate language	Student engages in low intensity instance of use of inappropriate language
Leaving the room without permission	Student sneaks out of the room to go to their locker, toilet etcetera without permission
Inappropriate contact/touching	Student engages in non-serious, but inappropriate physical contact
Misuse of equipment	<ul style="list-style-type: none"> • Student engages in non-serious but inappropriate (as defined by school) use of mobile phone, music/video players, camera and/or computer/internet/email • Student engages in low-intensity misuse of property (e.g. writing on desks)
Teasing	Student engages in low-level provoking or making fun of another student
Out of bounds	<ul style="list-style-type: none"> • Student is in an area that is marked/described as an unsafe area within the school grounds (as defined by school) • Student is in an area that is outside of school boundaries (as defined by school)
Off task	Student disengages from the learning environment and does not complete the allocated task.
Swinging on chairs	Student is creating an unsafe environment for themselves and possibly others by swinging in their chair
Throwing objects (teacher discretion)	Student is throwing objects with the intention of “giving something to another student”
Aggravating others	Causing deliberate annoyance to others
Taking others’ equipment	Student take the belongings of others without permission (may be playful but causes another to be upset)



Littering	Student throws scraps on the floor/ground, leaves rubbish on desk, etc.
Rough play	When children do things like climb over each other, wrestle, roll around and even pretend to fight
Incorrect uniform	Student wears clothing that is near, but not within, the dress code guidelines defined by the school
Late to class	<ul style="list-style-type: none"> • Student arrives at class after the bell (or signal that class has started) • Student is late for the start of the school day (as defined by the school) •
Cheating/lying	Student delivers a message that is untrue and/or deliberately violates rules
Major Behaviour	
Definition	
Fighting and aggression	Actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc)
Arguing with a teacher	Refusing to respect the instructions of the teacher by answering back and/or becoming threatening
Swearing and threatening language	Student anger is expressed with bad and confronting language; and teacher begins to feel unsafe
Absconding (sneaking out)/Truancy	Student is absent without parent/caregiver consent for a full day
Theft	Student is in possession of, has passed on, or is responsible for removing someone else's property
Property Damage	<ul style="list-style-type: none"> • Student deliberately impairs the usefulness of property • Student participates in an activity that results in substantial destruction or disfigurement of property • Student is involved in illegally defacing school property and surrounds with markings and/or graphics. It can take multiple forms including designs, words or images using chalk, paint, scratching, textas, acid etching etc
Bullying	To seek to harm, intimidate or coerce someone. Bullying is not an isolated incident. It is multiple incidents directed at one person.
Lying (Teacher uses discretion)	Student lies to the teacher jeopardising the safety of themselves and/or others



Abusive comments	Using harsh, insulting language
Racist comments	Student makes inappropriate and derogatory comments about people of other faiths, beliefs and cultures
Throwing objects with the intention to hurt	Student throws objects with the intention of harming others
Harassment	Aggressive pressure or intimidation.
Selling items to other students	Student expressly engages in selling items to students/staff without school permission
Spitting	Student spits at or on other students or staff
'Pantsing'	Student removes/opens/drops items of clothing of other student/s
'Egging on'	Student encourages bad behaviour, particularly groups of students
Forgery	Student has signed a person's name without that person's permission

Appendix 5: Identifying Problem Behaviour

Minor	Major
Pastoral	
Disrespect	Fighting and aggression
Ignoring/refusing to follow instructions	Arguing with a teacher
Inappropriate language	Swearing and threatening language
Leaving the room without permission	Absconding (sneaking out)
Inappropriate contact/touching	Theft
Misuse of equipment	Property Damage
Teasing	Bullying
Out of bounds	Lying (Teacher uses discretion)
Off task	Abusive comments



Swinging on chairs	Racist comments
Throwing objects (teacher discretion)	Throwing objects with the intention to hurt
Unkind comments	Harassment
Aggravating others	Selling items to other students
Taking others' equipment	Stealing
Littering	Spitting
Rough play	'Pantsing'
Incorrect uniform	'Egging on' (Encouraging bad behaviour, particularly groups of students)
Late to class	Forgery
Academic	
Incomplete homework	Plagiarism
Disrupting the learning of others	Cheating in an assessment
Off-task	

Appendix 6: Minor Behaviours Continuum of Response

1. *Calm*
2. *Consistent*
3. *Brief*
4. *Immediate*
5. *Respectful*

Teacher Response	Words/Actions an adult can use
Prompt	Provide verbal and/or visual cue
Redirect	Restate the expectations
Reteach	<ul style="list-style-type: none"> • State and demonstrate the expected behaviour • Have student demonstrate • Provide immediate feedback.



Provide choice (re-engage or have a consequence applied)	<ul style="list-style-type: none">• The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence)• Give the student a choice and get a response• Apply logical consequence if preferred behaviour not demonstrated
Conference (Restorative)	<ul style="list-style-type: none">• Describe the problem• Describe the alternative behaviour• Tell why the alternative is better• Practise (Primary)• Provide feedback• Consider how the behaviour impacts others

Appendix 7: 'Traffic Lights' Behaviour Monitoring Strategy

At St Charbel's College, a traffic light behaviour chart may be used, for a class or an individual.

What is it?



Class:

In the classroom, there will be 5 pieces of different coloured card displayed (as above).

Staff will have name cards or a code for each child in the class, which they move up or down the pieces of card accordingly. Class or specialist staff may move students up or down the card.

How does it work?



All students begin the day on green (regardless of where they ended the previous day).

- If a student displays good behaviour, they get moved up the chart each time by one step, until they reach gold.
- If a student has maintained gold at the end of the day, they may be rewarded with a merit, or other award as the teacher sees fit.
- If a student misbehaves or acts in a way that is not safe, they will be moved down one step for each incident.
- A student moves back up the chart as soon as they show they are able to improve their behaviour during the session.
- If a student ends a session (recess, lunch or end of day) on amber or red, they will lose minutes from their recess or lunch. It is the teacher's responsibility (who moves the student to red) to ensure the sanction is carried out.

Amber= 5 minutes from recess or lunch. Red= 10 minutes from recess or lunch.

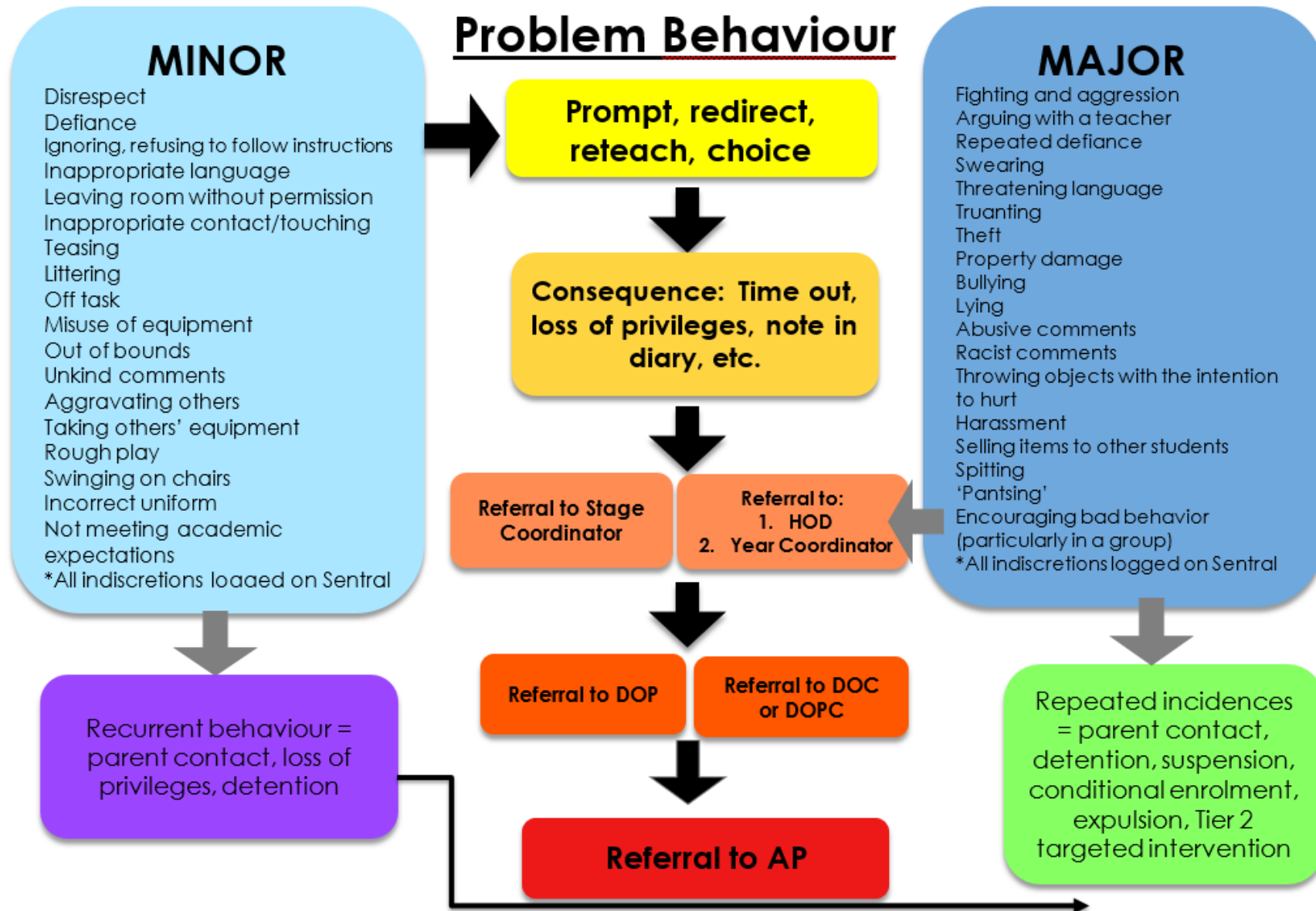
- If a student reaches red, it will be recorded on Sentral.
- If a student reaches red on multiple occasions their parent will be notified.

Individual:

A student will be given a laminated card, with the traffic light image above. They will start each day on green (regardless of where they ended the previous day).

- The student will move up and down the card in the same way as stated above.
- Teachers will place a dot on the appropriate colour with a whiteboard texta, which can be erased and redrawn in a different colour band as appropriate.
- At the end of each week, a decision will be made as to whether the system continues into the following week and the parents notified.





Appendix 9: Restorative Justice Reflection

"Therefore encourage one another and build up each other,
as indeed you are doing." 1 Thessalonians 5:11

Name: _____ Class: _____ Date: _____

1. What happened?

2. How/why did it happen?

3. How did you act in this incident?

4. Who do you think was affected? How?

5. How were you affected?

6. What needs to happen to make things right?

7. What can you do differently next time?

8. What support do you need? Who can you go to for support?

<p style="text-align: center;">W</p> <p style="text-align: center;">(What/why)</p>	<p>1. What happened?</p> <p>2. Why did it happen?</p> <p>3. How did you act in this incident?</p>
<p style="text-align: center;">A</p> <p style="text-align: center;">(Affect on self & others)</p>	<p>4. Who do you think was affected? How?</p> <p>Circle: other students _____</p> <p>the class/grade, teachers/staff _____</p> <p>parents, school community</p> <p>5. How were you affected?</p>
<p style="text-align: center;">R</p> <p style="text-align: center;">(Restore)</p>	<p>6. What needs to happen to make things right?</p>
<p style="text-align: center;">M</p> <p style="text-align: center;">(Manage/moving forward)</p>	<p>7. What would you do differently next time?</p> <p>8. What support do you need? Who can you go to for support?</p>

Restorative Justice Reflection

"Therefore encourage one another and build up each other,

as indeed you are doing." 1 Thessalonians 5:11

Name: _____ Class: _____ Date: _____

Keep it WARM

Teacher notes/follow up action:

Restorative Justice Reflection

"Therefore encourage one another and build up each other, as indeed you are doing." 1 Thessalonians 5:11

Name: _____ Class: _____ Date: _____

Extension Questions for Students

In this situation, which of the 4Rs has not been demonstrated? Explain.

After having a chat and reflecting, describe two virtues that you have displayed.

Restorative Justice

Palm Cards - Resource

	<i>RJ Conversation</i>
W	<u>W</u>hat happened?
A	Who do you think was <u>a</u>ffected?
R	What needs to happen to make things <i>right</i>? (<u>r</u>estore)
M	What could you do next time? (<u>m</u>anage)

Restorative Justice

Positive Language options for teachers when engaging in RJ conversations

Let's talk

This is an opportunity for you to learn – to make things better.

You are better than that.

I believe in you.

I'm not giving up on you.

I'm here to support.

We are here because I care about you.

I want you to grow from this incident/you can grow from this experience.

You made the choice, now you can make the change.

It is important to take responsibility for your actions.

This is to help you become others-centred/ show empathy

This is to help you become more self-aware

Behaviour is communication. Get to the heart of the reason(s) why this happened...?

Restorative Justice

Teacher: _____

Date: _____

Name: _____



How do I feel?



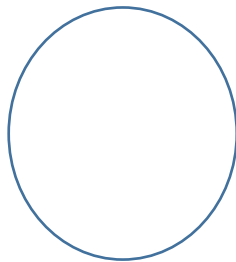
What happened? Draw a picture or write a sentence.

Who do I think was hurt?

How can I make things better/right?

What can I do differently next time?

How do I feel now? Draw the face.



Restorative Justice

Teacher: _____

Date: _____

Name: _____

How do I feel?

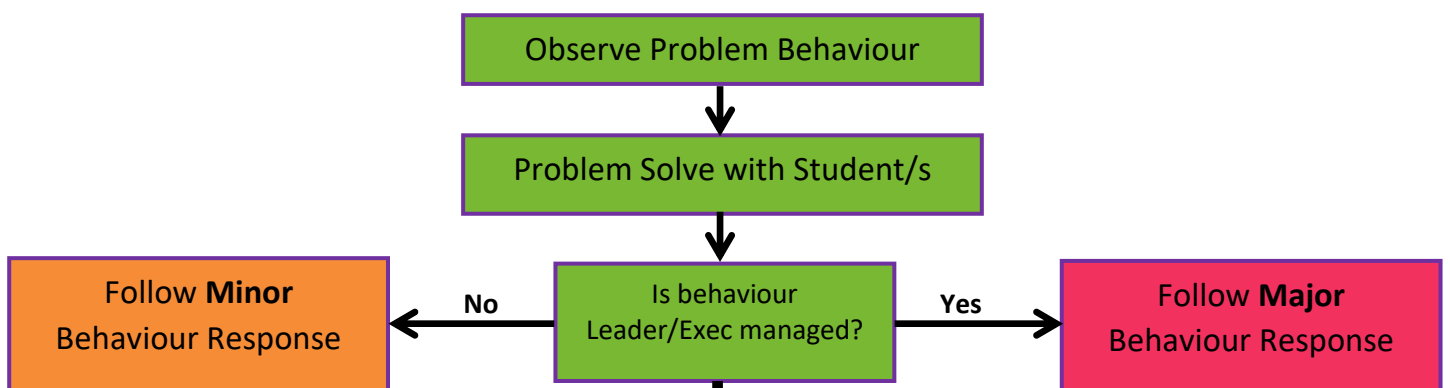


What happened?

What can I do differently next time?

Spoken to by teacher

Note sent home to parents



Step 1

Step 1

When **Minor** Behaviour
is Recurrent



Student receives:

- 5 Minor – Teacher managed notes on Sentral



Relevant leader (HoD/Stage/Year) informed via notification on Sentral

Leader notified will determine to manage further or escalate the response

Further guidance/strategies are discussed with relevant teacher and students

Follow **Major** Behaviour Response

